



Field Trip Packet

Carver Education: "I Can" Program
Grades K -12th Grade

George Washington Carver National Monument

Field Trip Information Sheet

- **ARRIVAL**

When arriving at George Washington Carver National Monument, **please send one teacher into the visitor center front desk to check in.** You may return the park film (if applicable) at this time and pick up your group's schedule, which has been prepared in advance by a park ranger. You may stop your bus in front of the visitor center but please leave your group onboard until you receive instructions from a park ranger concerning the starting location for your program. Bus parking is located on the south side of the parking lot.

- **SCHOOL GROUP ENTRANCE**

Student groups are asked to use the door on the south side of the visitor center. Please look for the school bus sign welcoming you and pointing the way. This is the door to use during the course of the field trip visit (lunch time, restroom breaks), which really helps avoid congestion in the main lobby of the visitor center. **Please remind each teacher and chaperone of this request.** Other visitors will be viewing the park film in the theater or visiting the museum, so we want to keep noise in those areas to a minimum.

- **YOUR SCHEDULE**

Your group should be ready to begin at the scheduled time, usually 10:00 a.m. (see group reservation form). Please allow enough time for a restroom break before your program begins. **A late arrival necessitates adjustment of educational programming.**

- **CHAPERONES**

Teachers and chaperones should be with students at all times. Please provide 1 chaperone for every 5-10 students. ***Please see chaperone list (attached).***

- **PICNIC FACILITIES**

Lunches may be eaten in the picnic grounds or, during inclement weather, inside the multipurpose room. Food, drinks, and chewing gum are not allowed inside park facilities.

- **MUSEUM STORE**

The museum store, located inside the visitor center, is operated by the Carver Birthplace Association. Your group's schedule here is incorporated into the discovery area time. Please rotate students between those two areas, limiting visits in the museum store to about 10-12 students at a time, with lots of chaperones. The small space has potential to become overcrowded and noisy. Please avoid lining up students inside the lobby area, out of courtesy to other visitors.

- **WEATHER**

In the event of a severe storm warning, the trail will be closed to all visitors. Park rangers will work to provide a quality field trip experience by providing alternative activities. However, the schedule may be shortened if the trail is closed or if cold, rainy weather keeps the group indoors.

- **SAFETY NOTE (Peanut Allergies)**

Peanuts are in use at George Washington Carver National Monument. Peanut growing kits and raw peanuts may be found at the park. Please notify parents and students of this safety issue.

There is no charge for park programs. Enjoy your visit!

Directions to George Washington Carver National Monument

From Interstate 44:

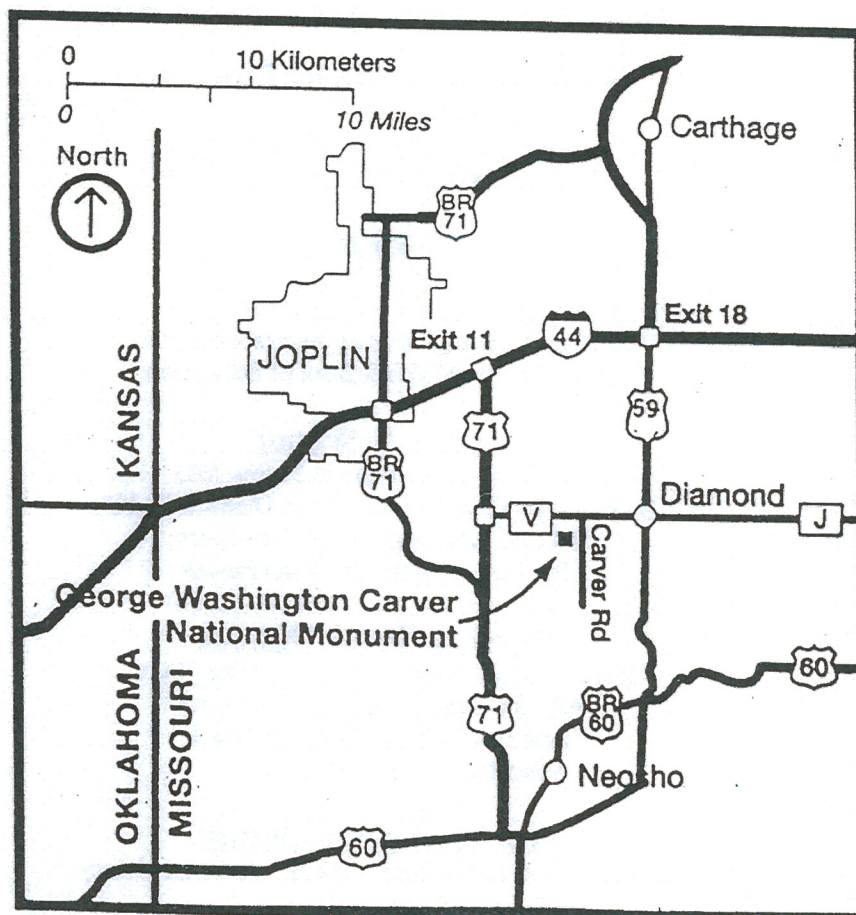
From Exit 11A on I-44, take US 71 south to Highway V. Go east 4 miles, then south $\frac{1}{2}$ mile on Carver Road.

From Exit 18A on I-44, take Highway 59 south to Diamond. Go west 2 miles on Highway V, then south $\frac{1}{2}$ mile on Carver Road.

From Neosho, MO:

Take US 71 north to Highway V. Go east 4 miles, then south $\frac{1}{2}$ mile on Carver Road.

Take Highway 59 north to Diamond. Go west 2 miles on Highway V, then south $\frac{1}{2}$ mile on Carver Road.



George Washington Carver's "I – Can" Program

Suggested Grades 2-8

SS2 G1.5: Continuity and change in the history of Missouri, the US, and the world
SS6 G2.4: Relationships of the individual and groups to institutions and cultural traditions

Carver's "hands-on" philosophy of education:

"The thoughtful educator... understands that the most effective and lasting education is the one that makes the pupil handle, discuss and familiarize himself with the real things about him..."

(George Washington Carver, Bulletin #18 entitled *Nature Study and Gardening for Rural Schools*, 1910)

The "I – Can" field trip at George Washington Carver National Monument is designed to help students learn about the life of George Washington Carver especially his childhood on the Moses Carver farm. A special emphasis is placed on the obstacles he faced and the positive character traits he used to successfully overcome his obstacles. Hopefully, students will be inspired to develop a similar attitude in their own lives! This program has four components:

- Guided tour of the trail (approximately 60 minutes, ranger-led)
- Discovery area interactive exhibits (45 minutes, teacher-led)
- Classroom (45 minutes, ranger-led)
- Picnic (30 minutes)

BEFORE YOUR VISIT

To make the field trip more meaningful for your students, choose from the following activities, as appropriate for your class:

- Borrow and watch the videos *Carver*, *Man of Vision* or *Boyhood of Carver*
- Vocabulary List
- Word Search (choose one)
- Crossword Puzzle
- Peanut Diagram

ON THE DAY OF YOUR VISIT

Report to the visitor center, receive your schedule, and organize your group(s). A park ranger or VIP will be assigned to each group. Please help your group stay on schedule.

AFTER YOUR VISIT

To support the learning from the field trip, choose from the following activities, as appropriate for your class:

- Peanut Story Starters
- Discover Your "I Can" Potential worksheet (pairs)
- Write and illustrate a short story about the field trip to George Washington Carver National Monument

George Washington Carver National Monument
Diamond, MO

Vocabulary Words

Each word on this list relates to the life of George Washington Carver. To prepare for your visit to the park, write a brief definition for each word.

1. agriculture: _____
2. attitude: _____
3. deplete: _____
4. discrimination: _____
5. enrich: _____
6. inorganic: _____
7. legume: _____
8. obstacles: _____
9. organic: _____

BONUS: How does each word relate to Dr. Carver? (Example: George Washington Carver had a positive attitude to overcome his obstacles.)

Date _____ Name _____

The words listed below are also in the puzzle. Can you find them? Some of them are written sdrawkcab (backwards) or diagonally.

CARVER MOSES
CHORE PLANT
CLEAN STUDY
FLOWER SUSAN
HOUSE WORK
IRON



I Can-Do, Can You?

R	X	S	F	S	K	J	N	J	P
W	E	W	E	N	F	A	J	S	L
O	I	W	A	S	S	I	T	D	A
R	E	E	O	U	O	U	R	K	N
K	L	Y	S	L	D	M	U	O	T
C	Q	V	I	Y	F	N	A	U	V
C	A	R	V	E	R	O	O	A	Z
Q	H	O	U	S	E	Y	M	R	W
J	X	E	R	O	H	C	H	Q	I
X	D	K	C	J	N	I	Q	D	E

Date _____ Name _____

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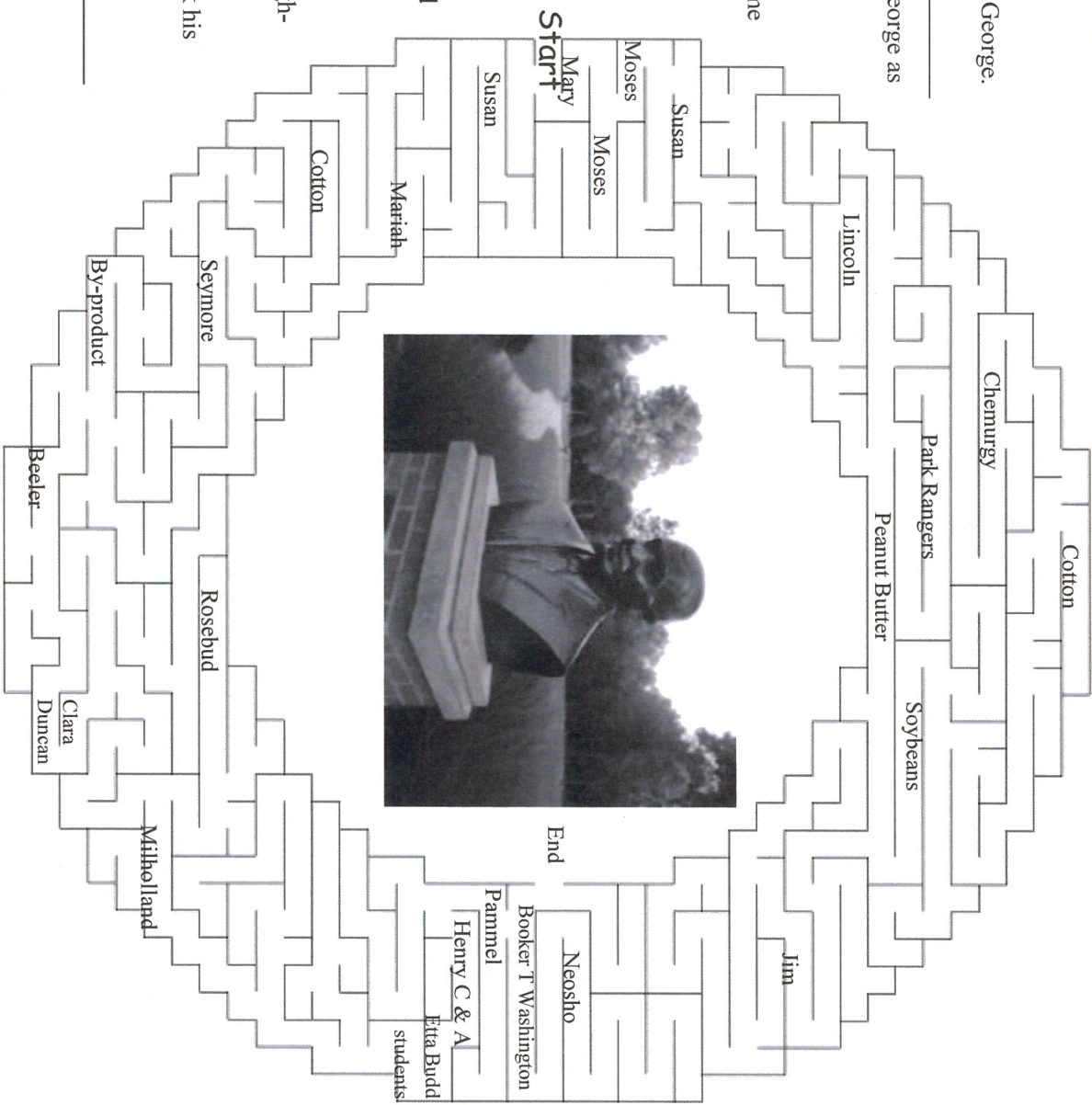


I Can-Do, Can You?

R X S F S K J N J P
W E W E N F A J S I
O I W A S S I T D A
R E E O U O U R K N
K I Y S I D M U O T
C Q V I Y F N A U V
C A R V E R O O A Z
Q H O U S E Y M R W
J X E R O H C H Q I
X D K C J N I Q D E

A-Mazing Carver

- _____ gave birth to George.
- _____ and _____
- Carver provided a home for George as a young boy.
- _____ Watkins gave George a Bible and a home while he attended his first school in Neosho,
- The _____ family gave him a home in Kansas during his teen years.
- George kept house and lived with a family named _____
- the year he was rejected at Highland College.
- In Ness County George took his first art lessons from _____



- Though he had to live in a shack, George W. Carver was persuaded to attend Simpson College by Dr. and Mrs.
- _____ at _____
- Simpson College encouraged him by giving him tickets & sending a bouquet when he graduated.
- Miss _____
- learned of Carver's interest in plants and encouraged him to attend Iowa State College where her father was the professor of horticulture.
- _____ Wallace was a mentor to Carver and then Carver became a mentor to his son, _____ *Wallace.
- L. H. _____ was a post-graduate advisor that encouraged Carver's interest in fungi and plant disease.
- _____ Carver's Tuskegee friend, focused on economic development and uplifting the former slave.

A-Mazing Carver Mentors!

Though Carver had many obstacles to overcome during his life, he also was blessed to have many mentors, different people at different times that invested their time or advice in him.

If you follow the maze path correctly you will be able to list people that served as a mentor or other wise helped Carver. They are listed in chronological order.

- _____ gave birth to George.
- _____ and _____ Carver provided a home for George as a young boy and sent some one to find him and his mother after they were kidnapped.
- _____ Watkins gave George a Bible and a home while he attended his first school in Neosho.
- The _____ family gave him a home in Kansas during his teen years.
- George kept house and lived with a family named _____ the year he was rejected at Highland College.
- In Ness County George took his first art lessons from _____.
- Though he had to live in a shack, George W. Carver was persuaded to attend Simpson College by Dr. and Mrs. _____ to study art.
- _____ encouraged him by giving him tickets& sending a bouquet when he graduated.
- Miss _____ learned of Carver's interest in plants and encouraged him to attend Iowa State College where her father was the professor of horticulture.
- _____ Wallace was a mentor to Carver and then Carver became a mentor to his son, _____ *Wallace.
- LH _____ was a post-graduate advisor that encouraged Carver's interest in fungi and plant disease.
- _____, Carver's Tuskegee friend, focused on economic development and uplifting the former slave.



Moses and Susan

Start

Mary

Rangers

Seymour

Chemurgy

Beeler

Clara Duncan

Neosho

Mariah

cotton

Jim

Students

Lincoln

Williams

Miltholland

Ft Scott

Eta Budd

Henry C

Henry A

Tuskegee

Peanuts

Pammel

Booker T Washington

soybeans

★



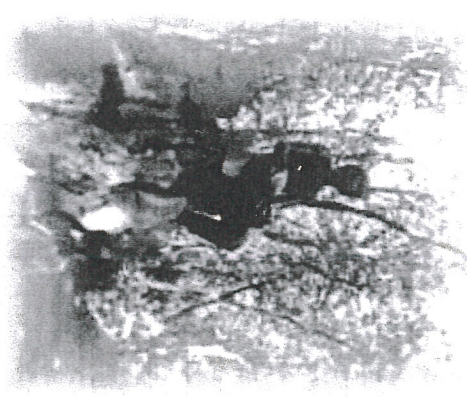
Carver invested 47 years of his life helping his people and others while at Tuskegee.

*Did you know that George Washington Carver was a mentor to a U.S. Vice-President?

A-Mazing Carver

Mentors!

- 1. Mary gave birth to George.
- 2. Moses and Susan Carver provided a home for George as a young boy and sent some one to find him and his mother after they were kidnapped.
- 3. Mariah Watkins gave George a Bible and a home while he attended his first school in Neosho.
- 4. The Seymour family gave him a home in Kansas during his teen years.
- 5. George kept house and lived with a family named Beeler the year he was rejected at Highland College.
- 6. In Ness County George took his first art lessons from Clara Duncan.
- 7. Though he had to live in a shack, George W. Carver was persuaded to attend Simpson College by Dr. and Mrs. Milholland to study art.
- 8. Students at Simpson College encouraged him by giving him tickets& sending a bouquet when he graduated.
- 9. Miss Etta Budd learned of Carver's interest in plants and encouraged him to attend Iowa State College where her father was the professor of horticulture.
- 10. Henry C. Wallace was a mentor to Carver and then Carver became a mentor to his son, Henry A.*Wallace.
- 11. L.H Pammel was a post-graduate advisor that encouraged Carver's interest in fungi and plant disease.
- 12. Booker T Washington, Carver's Tuskegee friend, focused on economic development and uplifting the former slave.



Start

Moses and Susan

Mary

Neosho

Clara Duncan

Beeler

Chenurgy

Seymour

Rangers

Jim

Students

Lincoln

Williams

Milholland

Etta Budd

Ft Scott

soybeans

Henry C

Henry A

Tuskegee

Peanuts

Pammel

Booker T Washington

★



Carver invested 47 years of his life helping his people and others while at Tuskegee.

This list ↑ is the solution key to both of the older students' mazes.

*Did you know that George Washington Carver was a mentor to U.S. Vice-President Henry A Wallace? Sk-2,3

Peanut Story Starters

**If desired, glue each story starter strip inside of an empty peanut shell.
Pass them out and let students open them to retrieve the story starters.**

What's in a name? Before George was known as George Washington Carver he was known as Carver's George. There is a world of difference in those two names! How do you think George felt when he was called Carver's George? How do you think he felt when he began to be called George Washington Carver?

What's in a name? Before Carver was known as George Washington Carver he was known as Carver's George. What do you think being called Carver's George meant?

Name Game! Do you have a nickname? Why would someone call you by that name? How do you feel about it?

Name Game! As a child, George was called "the plant doctor". What did his nickname mean? Did George's nickname describe him only when he was a boy?

Obstacle Course. Carver had many obstacles to overcome. Have you ever overcome an obstacle How did you do it? Did anyone help you?

Obstacle course! George had many obstacles to overcome on his way to success in life. Can you name some of his obstacles? How did he overcome them?

Who Cares? A mentor is someone who cares and spends time with you and gives you good advice. Do you have a mentor? Who is this person and how have they helped you?

Who Cares? A mentor is someone who cares and spends time with you and gives you good advice. Have you ever been a mentor to someone younger than yourself? A sister? A brother? A friend? What kind of advice did you give them?

Mentors matter! A mentor is someone who spends time with you and gives you good advice. If you could choose a mentor, how could he or she help you? What would they do?

Mentors matter! A mentor is someone who spends time with you and gives you good advice. Do you think there is a perfect mentor? What do you think a mentor looks like? How does one become a good mentor?

Scavenger Hunt! When George Washington Carver moved to Tuskegee, he didn't have the money to buy the equipment he needed for a lab. He searched for usable trash to make a lot of the equipment he needed. Have you ever invented or made something to take the place of something you couldn't afford to buy?

Need some money? So did George while he was in school. So, he opened a small laundry business to pay for his own food, books, and clothes. Have you ever had a job? What was that job? How did you spend the money?

DISCOVER YOUR "I-CAN" POTENTIAL!

Each person is born with potential, and part of an "I-Can Attitude" is discovering one's personal strengths. First, find a study partner and make an assessment of George Washington Carver's strengths. Then, make an assessment of each other's strengths. One assessment block about George Washington Carver has been started for you. Hopefully, you will learn something new and encouraging about each other and George Washington Carver. ☺

	PHYSICAL	ACADEMIC	HOBBIES	PROBLEM-SOLVING	MUSICAL	COMMUNICATION
Dr. Carver's strengths are:				developed about 300 ways to use the _____ plant		
I think my strengths are:						
My friend _____ says my strengths are:						

Did you discover a new strength in yourself? _____

Name _____

The Peanut Plant: Picture Perfect!

Label the parts of the peanut plant.

Leaf

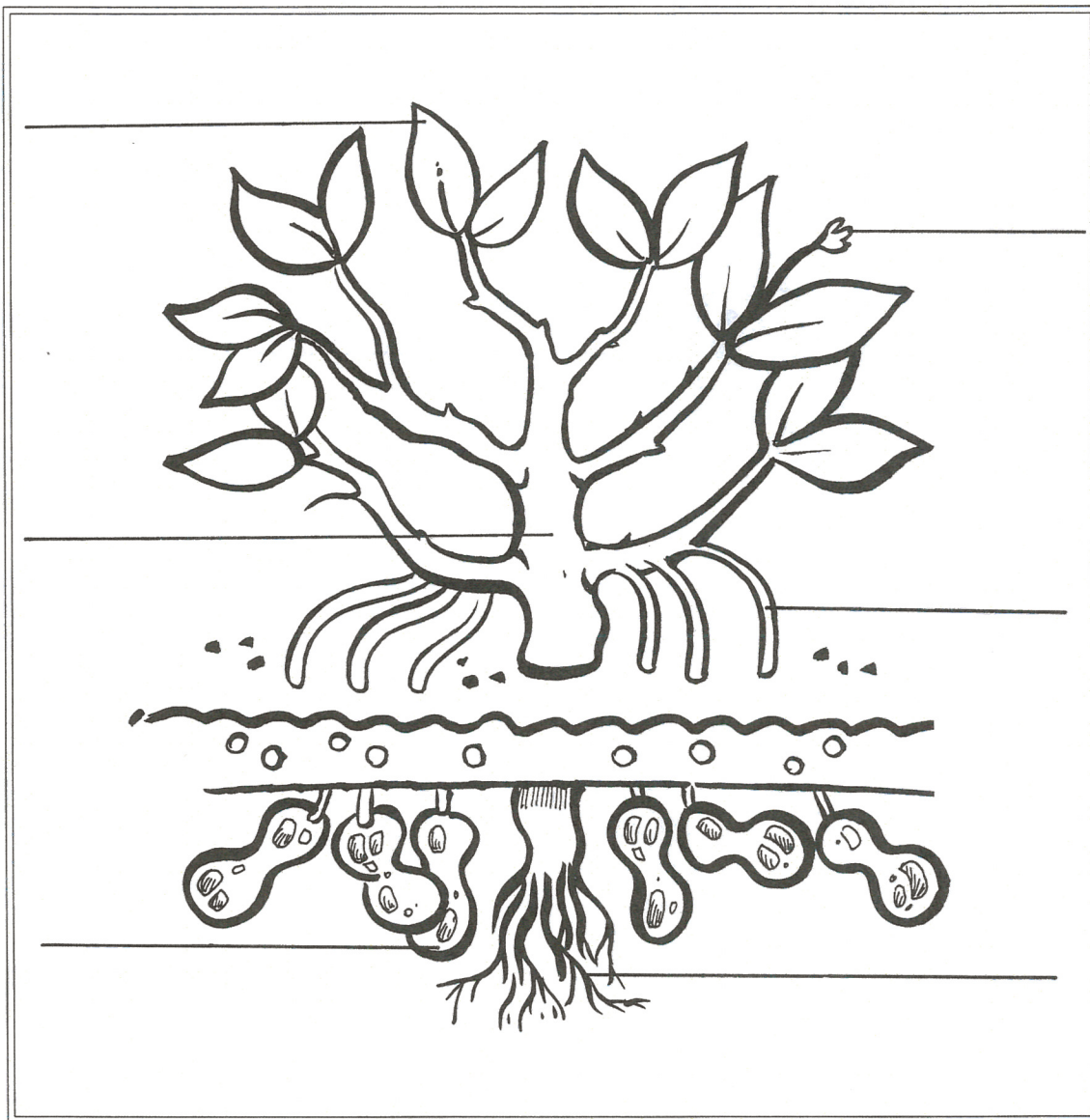
Flower

Root

Peg

Stem

Peanut



Color the picture.

Top Ten Things Kids Love in the Museum Store at George Washington Carver National Monument!

10. Post Card – 50 ¢
9. Pencil – 35 ¢
8. US Constitution and other historical documents –
\$1.25 - \$1.95
7. Yo-Yo - \$2.95
6. Puddle Jumper - \$2.95
5. Jacob's Ladder - \$1.95
4. A Scholastic book on George Washington Carver - \$5.99
3. A Poster of George Washington Carver - \$3.50
2. Peanut Growing Kit - 50 ¢
1. Dog Tag - \$3.50

Updated January 2011; all prices subject to change



The sales area is operated by the Carver
Birthplace Association.

George Washington Carver National Monument
Diamond, MO

Congratulations!

You are a *chaperone* on the field trip to George Washington Carver National Monument.

Webster says: ***chaperone*** - one delegated to ensure proper behavior

Your teachers appreciate your help and so do the park rangers and Volunteers In Parks (VIPs). Here are a few things chaperones can do to help make the field trip educational, safe, and fun.

- Lead your group through the south door of the building.
- Escort students to restroom or drink fountains on the lower level.
- Remind students to use inside voices when inside discovery area or museum store.
- Focus student attention on the exhibits in the discovery area.
- Help students know that when the park ranger or VIP is talking, it is time to listen.
- Be a helping hand in the science lab or one-room schoolroom.
- Supervise students inside the museum store and help them with purchases.
- Turn cell phone on silent and take phone calls away from the group during programs.

If it rains, be ready for Plan B! We will need extra help if the children are indoors 😊

THANKS FOR YOUR HELP!